

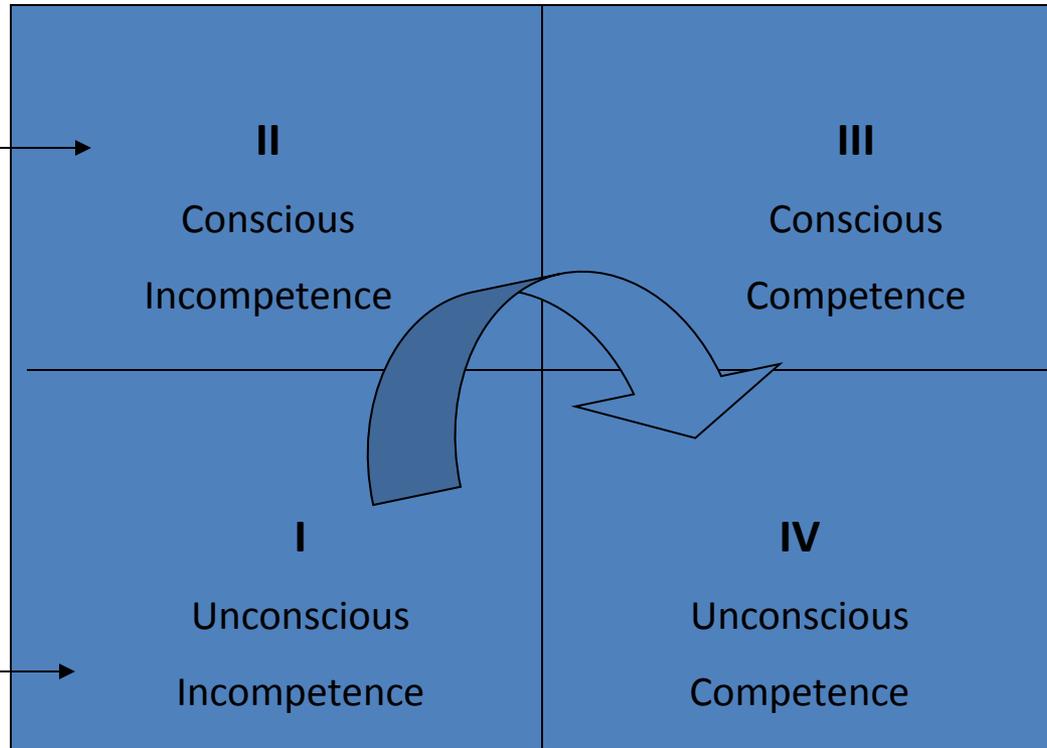
ACCESS at Lynn

- What have we learned?
- What are some things we've learned to do really well?
- Where are we still struggling?

Maslow's Four Stages of Learning

Ability exceeds confidence – a boost in confidence is needed to move forward

Confidence exceeds ability – a drop in confidence is needed to move forward.



Maslow's Hierarchy of Needs

Self-Actualization

Pursue Inner Talent Creativity Fulfillment

Self-Esteem

Achievement Mastery Recognition Respect

Belonging -- Love

Friends Family Spouse Lover

Safety

Security Stability Freedom from Fear

Physiological – Basic Needs

Food Water Shelter Warmth



What Have We Learned? How do we motivate them to attain Possible Selves?

Possible Selves are ideas about what one might become in the **future** (Markus & Nurius, 1986)

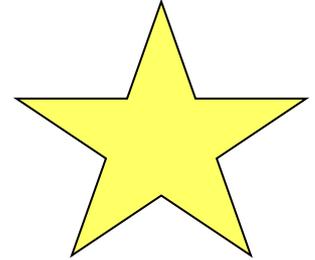
One's vision of the future is **motivating**

Future vision includes:

- Hoped for Possible Selves (dreams)
- Expected Possible Selves (short term)
- Feared Possible Selves (avoidance)

Possible Selves Lessons

“The Dream”



Working

How am I doing?

Planning

How do I get there?

Thinking

Who am I?

Sketching

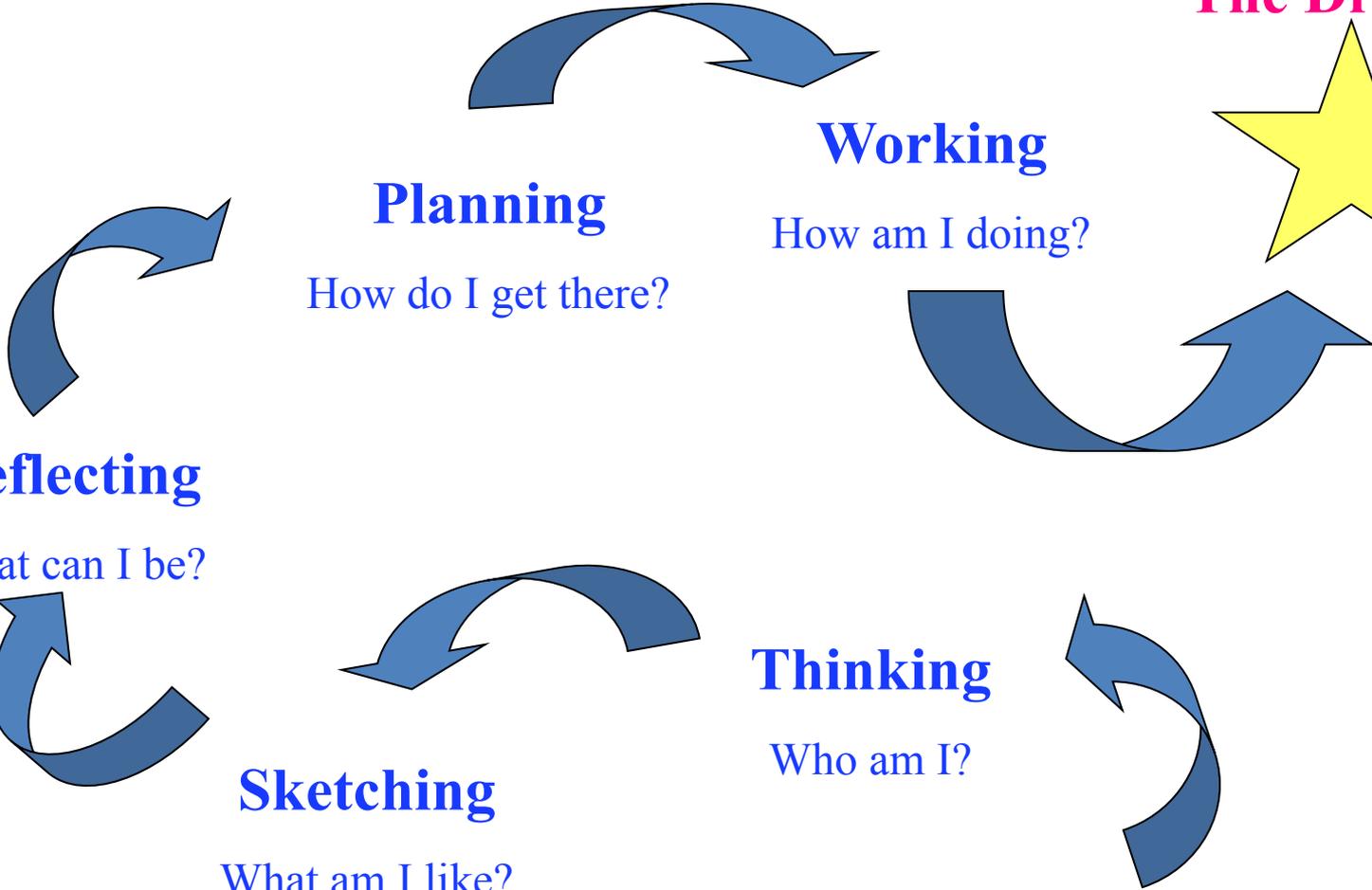
What am I like?

Reflecting

What can I be?

Discovering

What are my interests?



Possible Selves

- One's vision of the future is motivating
- Future vision includes:
 - Hoped for Possible Selves (dreams)
 - Expected Possible Selves (short term)
 - Feared Possible Selves (avoidance)

A CRITICAL GOAL

“Give me a fish, and I eat for a day. Teach me to fish, and I eat for a lifetime.”

Chinese Proverb

THE REALITY

**“I don’t know how to fish,
and I don’t care to learn. I
don’t even like fish. So don’t
bother me!”**

“Non Motivated” Student

“Students are not unmotivated. However, they may not be motivated to do what we want them to do.”

Mel Levine

GOAL THEORY

Students are motivated when they:

- *have the desire to attain a personal goal*
- *have a goal they believe is achievable*
- *have a plan to attain the goal*

Question... What is needed?

5 minute university

<http://www.youtube.com/watch?v=k08x8eoU3L4>

What Have We Learned?

Apply Adult Learning theory to everything!

We are working with adults!!

The Challenge

- Is motivation a factor in achievement?
- What are motivational issues that we face?
- What are the parameters we must operate under ?

What do we know about Adult Learners and what are we doing about it?

Self-Concept: The adult learner sees himself as capable of self-direction and desires others to see him the same way. One definition of maturity is the capacity to be self-directed.

So What?

- **A climate of openness and respect** is helpful in identifying what the learners want and need to learn. **We recognize students as self-directing....and treat them accordingly.**
- Adults need to be involved in evaluating their own progress toward self-chosen goals. **We are a team of learning coaches rather than traditional instructors. We have to “tell it like it is: stress “how do I do it” rather than telling students what they should do.**
- **We avoid “talking down” to students. Instead we try to meet students’ needs. We strongly encourage choice and voice.**

Knowles, Malcom *The Adult Learner: A Neglected Species* 1978

Characteristics and Consequences
of Adult Learning Methods and Strategies

Carol M. Trivette, Carl J. Dunst, Deborah W. Hamby, and Chainey E. O’Herin, 2009

What do we know about Adult Learners and what are we doing about it?

So What?

- **Adults need opportunities** to identify the competency requirements of their occupational and social roles. **We help them identify knowledge gaps so learning can occur.**
- **Adult readiness-to learn** and teachable moments peak at those points where a learning opportunity is coordinated with recognition of the need-to-know..
- Adult education needs to be **problem-centered** rather than theoretically oriented. No questions are “stupid”, all questions are opportunity for learning.
- **Formal curriculum** development is less valuable than finding out what the learners need to learn. Involvement in such things as problems to be solved, case histories, and critical incidents generally offer greater learning opportunity for adults than “talking to” them.
- Adults need the **opportunity** to apply and try out learning quickly.

What do we know about Adult Learners and what are we doing about it?

Adults bring a lifetime of experience to the learning situation. Younger students tend to regard experience as something that has happened to them, while to an adult, his experience is him. The adult defines who he is in terms of his experience.

So What?

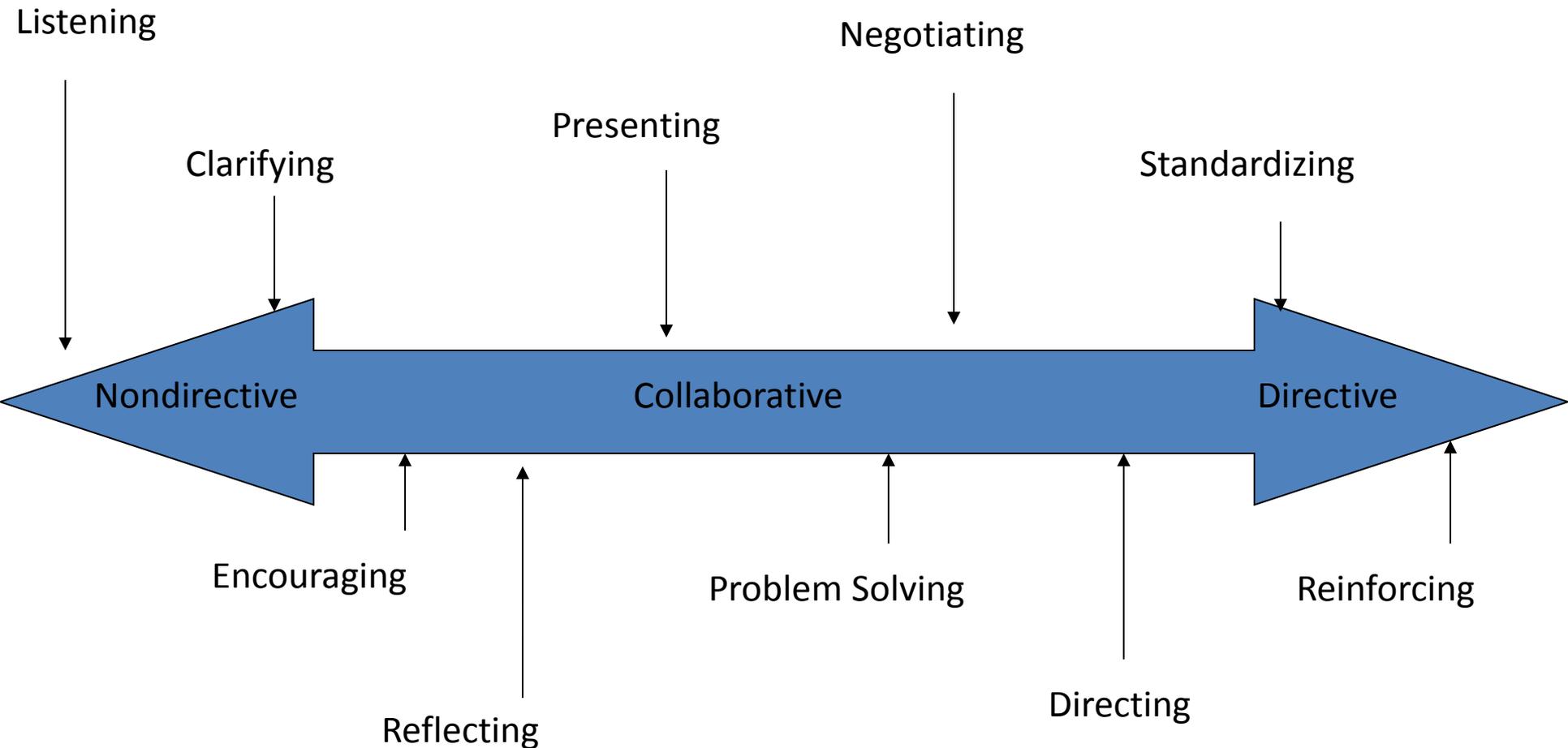
As the adult is his experience, failure to utilize the experience of the adult learner is equivalent to rejecting him as a person. **We try to provide less transmittal techniques and more experiential techniques.**

We believe that discovery of how to learn from experience is key to self-actualization.

We believe that mistakes are opportunities for learning.

As the adult is his experience, if we don't capture this experience and utilize it, we reject the adult as a person.

A Framework



Questions for Us?????